**Teacher Candidate:** Hoffmann, Kayla

**Grade Level:** 3rd

**Date of lesson:** 2 November 2015

**Lesson Duration:** 2 days

**Content Standards:**

**Focus Standard:**

**3SS1: Civics and Government**

Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

**3SS1.a**: Describe the reasons governments are needed and identify specific services that governments provide.

**3SS1.b:** Describe the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the need for consequences for people who violate rules and laws.

**Supporting Standards:**

**Reading: Analysis of Grade-Level-Appropriate Literary Text**

**3E1c.2:** Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.

**3E1c.3**: Determine what characters are like by what they say or do and by how the author or illustrator portrays them.

**3E1c.4:** Determine the theme or author’s message in fiction and nonfiction text.

**Writing Application**

**3E2b.1:** Write narratives that provide a context within which an action takes place and include details to develop the plot.

**3E2b.2:** Write descriptive pieces about people, places, things, or experiences that develop a unified main idea and use details to support the main idea.

**Speaking Applications**

**3E3b.1:** Make brief narrative presentations that provide a context for an event that is the subject of the presentation; provide insight into why the selected event should be of interest to the audience; and include well-chosen details to develop characters, setting, and plot that has a beginning, middle, and end.

**Learner Background:**

Students have experience in creative writing, creating relevant graphic organizers, and conducting simple internet/ text research. Students have begun to make inferences based on text and dialogue, and have a strong understanding of cause and effect. Students have a basic understanding of the branches of government and the purpose of laws.

**Student Learning Objective(s):**

* Students will be able to identify the branches of government and describe the functions thereof.
* Students will understand the purpose of laws and rules in society, and the need for law enforcement.
* Students will be able to recognize the American Constitution, and will be able to describe its purpose in American Government.

**Assessment:** Students will demonstrate their understanding through the creation of a concept map concerning the specifics of American government as a formative assessment. Summative Assessment will be completed through the argumentative response to the activity at the start of the lesson (answers may vary).

**Materials/Resources:**

* *The Giver* (one copy acceptable-copies for each student optimal)
* Writing materials
* Access to primary source of the Constitution or the Bill of Rights
* Access to images from *The Giver*

**Teaching Model/Strategy**

This lesson follows a mini-lesson format. At the start of the lesson, the teacher will engage the students in whole-group, direct instruction in order to review writing skills, and listening/ notetaking skills. After, the teacher will move into the read-aloud and the work portion of the lesson.

**Learning Activities:**

**Initiation:** *Grabber:* Teacher will begin with a read aloud of *The Giver,* in which the author describes a dystopia disguised as a utopia (If a clip of the film is available, this would be appropriate as well).

**Lesson Development:** The lesson will begin with a discussion of the word “dystopia” and its difference from modern society/ American government.In a think-pair-share, students will discuss how the society in *The Giver* differs from that of American society. As a whole group, the students will be given the opportunity to share what they have discussed; the teacher will compile the ideas on the board for future references. After, the students will break again into a think-pair-share and will discuss how the society in *The Giver* is similar to American Government. The process will be repeated as with the latter.

* Next, the students will assume the role of a presidential candidate running for office. The students will develop a running platform, including examples of laws and cabinet members and their purpose. The students will be given the opportunity to decide what kind of government they wish to represent (American Government or one of their creation), but must give examples that support each. The students will be given time (in the classroom, in the library, or in the computer lab) to research governments and different constitutions using key words and phrases in their search.
* The students will write their position as part of a writing assignment. The writing assignment will be written from the positions of a presidential candidate hoping to bring change to the current government. Starter sentences may include: “Good Afternoon; my name is\_\_\_\_\_\_\_\_. As President I will do these two things to make our nation better…” or some variations thereof.
* Last, students will present their platforms to the class. The students may read their final drafts, but are encouraged to look at the audience when they feel comfortable doing so. Other members of the class are expected to show “classmanship” during the presentations.

**Closure:** After brainstorming, researching, and writing their candidate platforms, students will present their positions to the class in the role of an official presidential candidate. The students will be divided into two groups: Pro-Democratic Republic and Anti-Democratic Republic. The students will then submit the final drafts of their platforms to be included in the final Government Scrapbook. In conclusion, the teacher will review the position of American Government, and the purpose of documents such as the Constitution, and will show the following video of one of President Obama’s running speeches: <https://youtu.be/mJsMxpqawP4>

**Individuals Needing Differentiated Instruction:**

|  |  |  |
| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| **Stark, Arya** | Gifted and Talented | If Arya is able to finish before the other students, she is encouraged to “read to the wall” until she is comfortable speaking her platform without reading directly from the paper. |
| **Snow, Jon** | English as a Second Language | Provide texts in Japanese for Jon. Provide access to translation software. Provide additional support if needed. |
| **Greyjoy, Theon** | Lower Level | Theon has difficulty staying on task (particularly writing) for long periods of time. It may be necessary to provide close, additional support to Theon as he compiles information and consolidates it into a single paper (See Supportive Outline). |

Sample Rubric:

|  |  |  |  |
| --- | --- | --- | --- |
| **Expectations** | **Excellent!** | **Ok!** | **Needs Work!** |
| **Platform Necessities:**   * **Introduction** * **At least TWO supporting paragraphs** * **Closure** | Good work! All portions of the platform are included! | Alright! Platform includes at least one supporting paragraph! | Needs Work! Platform is missing more than one component. |
| **Development of Reasons** | Good Work! Each paragraph includes at least TWO reasons the proposed government will improve on the current government. | Alright! Each paragraph only contains ONE reason the proposed government will improve on the current government. | Needs Work! Reasons the proposed government will improve on the current government were not included. |
| **Presentation** | Good Work! Speech was clear and loud enough for the entire class to hear comfortably. | Ok! Speech included some stumbles, but was still loud enough to hear comfortably. | Needs Work! Speech was unclear and unable to be heard comfortably. |
| **Good Classmanship** | Good Work! Exhibited classmanship by listening respectfully, and not distracting others. | Ok! Exhibited classmanship, with only minor distractions. | Needs Work! Good classmanship was not exhibited in the classroom during presentation. |

**Classmanship expectations (as developed by the class):**

* I will listen when others are speaking.
* I will not do anything that might distract others when we need to pay attention.
* I will not interrupt the speaker.

**ASSIVITE OUTLINE**

**My Presidential Platform**

1. **Key words to research:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **My job for the project is to:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
3. **What I want to prove is:**
   1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
   2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
   3. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
   4. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
4. **Information I have gathered to support my ideas:**

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1. **Information I need to present to the class:**

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